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Measurement of Silent Reading," "Individual Difficulties in Silent Reading in the Fourth, Fifth, and Sixth Grades," "The Development of Speed in Silent Reading," "Motivated Drill Work in Third-Grade Silent Reading," and "The Effect of a Single Reading."

The helpful librarian.—Book lists of significant arrangement and suggestive annotations are among the most valuable of the ways in which librarians are making the riches in their keeping more available for readers. One such list¹ of books of travel makes a clear attempt to correct some of the deficiencies of lists as commonly prepared, the author's specific aim being explained by the following statement from the Preface: "The usual geographical arrangement has given no clue to the wealth of subject-matter in books of travel, and people have often failed to find among them . . . adventure, art, rural life, analysis of national character—because there has been no grouping of travel literature by these essential interests." The works included in the list presented are classified under fifty-six such headings. The entire list is also indexed both geographically and by authors. The announcement is made that similar classifications of biography and essays are in preparation.

Arithmetic with a purpose.—Not unnaturally, modification of the traditional subjects to meet the demands of a redirected education seems to go on most rapidly in those schools expressly intended for vocational training. A textbook² based on the course in arithmetic as organized in one such institution is planned to meet, in trade-school instruction, the needs of "an eighth-grade graduate familiar with the fundamentals of arithmetic but unable to adapt the principles to business problems." The slender volume and limited list of topics are a commentary in themselves on the padding in the traditional arithmetic course. Unconventional, but valuable, are the topics of time slips, "home-makers' problems," family accounts, buying a home on the payment plan, etc.

A second volume³ has for its purpose the development of that type of accuracy and facility demanded by commercial activities. Assuming that a general understanding of mathematical principles has been acquired, the author organizes the material of the book with a view to giving the pupil much practice in the fundamental operations along with the experience of dealing with the widest possible range of problem situations common to commercial transactions. Part I of the book consists of an extensive collection

¹ JOSEPHINE ADAMS RATHBONE, *Viewpoints in Travel*. Chicago: American Library Association Publishing Board, 1919. Pp. 82.

² NETTIE STEWART DAVIS, *Vocational Arithmetic for Girls*. Milwaukee: Bruce Publishing Co., 1920. Pp. 137. \$0.70.

³ GEORGE P. LORD, *Rational Arithmetic*. New York: Gregg Publishing Co., 1920. Pp. viii+151. \$1.20.

of practice exercises in the fundamental operations, percentage, trade discount, etc. The second part contains solutions of problems of every sort within the scope of commercial arithmetic. These are solved according to the methods of actual business practice. The problems are so classified that a pupil may readily refer to the proper paragraph number in order to determine the best method of solving any desired problem. The number of problems provided is so extensive that the teacher may make such selection as the needs of any given class require and may arrange the course as desired. The book is adapted for use in business colleges and in commercial high-school classes.

CURRENT PUBLICATIONS RECEIVED

GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

- BURGESS, MAY AYRES. *The Measurement of Silent Reading*. New York: Russell Sage Foundation, 1921. Pp. 163. \$1.00.
- CABOT, ELLA LYMAN. *Seven Ages of Childhood*. Boston: Houghton Mifflin Co., 1921. Pp. xxxiv+321. \$2.75.
- DAVIS, E. E. *The Twentieth-Century Rural School*. Indianapolis: Bobbs-Merrill Co., 1920. Pp. 242.
- HOLME, E. R. *The American University*. Sydney, Australia: Angus & Robertson, 1920. Pp. 242.
- MCGREGOR, A. LAURA. *Supervised Study in English*. New York: Macmillan Co., 1921. Pp. xii+220.
- SLEIGHT, W. G. *The Organisation and Curricula of Schools*. New York: Longmans, Green & Co., 1920. Pp. viii+264.
- SNEDDEN, DAVID. *Sociological Determination of Objectives in Education*. Philadelphia: J. B. Lippincott Co., 1921. Pp. 322. \$2.50.
- TRACY, FREDERICK. *The Psychology of Adolescence*. New York: Macmillan Co., 1920. Pp. xi+246. \$3.00.
- TURNER, EDWIN ARTHUR. *The Essentials of Good Teaching*. Boston: D. C. Heath & Co., 1920. Pp. xiii+271.

BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- BRIGGS, THOMAS H., MCKINNEY, ISABEL, and SKEFFINGTON, FLORENCE. *Junior High School English. Book I*. Boston: Ginn & Co., 1921. Pp. xiv+399.
- BROWN, ROLLO WALTER. *The Writer's Art*. Cambridge, Massachusetts: Harvard University Press, 1921. Pp. xv+357. \$2.50.
- CHAMBERLAIN, JAMES FRANKLIN. *Geography, Physical, Economic, Regional*. Philadelphia: J. B. Lippincott Co., 1921. Pp. xviii+509.
- DAVIS, NETTIE STUART. *Vocational Arithmetic for Girls*. Milwaukee: Bruce Publishing Co., 1920. Pp. 137. \$0.70.